Date April 10, 2006	*Lesson # 12*

Display	**Notes**

Goals and Objectives for Lesson 12
Students will be able to describe guiding principles to effective instruction, specifically to distance education systems.

ACTIVITIES:
Tonight's activities should prove to be most interesting. Student presentation of their Synchronous Distance Learning Projects.

Last year we were priveleged to hear from Dr. Rick Shearer from Penn State College. He is recognized as a leading authority in distance education, specifically interaction in the dl classroom. Dr. Shearer has written an excellent guide titled: Interaction in Distance Education, Special Report: Volume 2, Number 1. It is only available from Distance-Educator.com. I have included a few excerpts from his writings which you might enjoy.

Threaded Discussion topic of the Week #1. Be sure to post your comments about student presentations on our WebCT Vista Threaded Discussion Board.

Readings: *There are several required readings which are shown below.. The other readings are for resource purposes only. . Please note the priority of those readings and judge accordingly. The ISG has these same items listed in orde*r:

Threaded Discussion "Topic of the Week 1." Be sure to post critique comments on student presentation of their Synchronous Distance Learning Project.

Student Presentations--remember to get the EDNET Minilesson Evaluation Form to use a a critique sheet.

Powerpoint if time: Scenarios for Distance Learning--What Shall you do? 30 minutes

Powerpoint Reading only: Managing Information Resources. This is found in the ISG and as a PowerPoint file

PDF Reading: Framework for DL Interactions by Hirumi

PDF Reading: Topper paper on Interaction

PDF Resource: IMPLEMENTING THE SEVEN PRINCIPLES: Technology as Lever. Also found at http://www.tltgroup.org/programs/seven.html

PDF Resource: ADEC Guiding Principles for Distance Learning. 1 page

PDF Resource: 10 TIPS FOR IMPLEMENTING A DISTANCE LEARNING PROGRAM. 2 pp

PDF Resource: Good Teaching is Good Teaching. 11 pp

PDF Resource:: Effective Student Outcomes

Threaded Discussion "Topic of the Week 2" What challenges face us in implementing technologically mediated instruction in the classroom?

Thought for class: Someone once describe education as the ability of the teacher to pass information from the head of the teacher to the head of the student without passing through the brains of either.

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Welcome to class: Video Check of Utah Sites Roll Assignments--Questions and Answers Scheduling for future presentations	Last year we had a visiting professor from Penn State College discuss with our class the concept of Interaction in the DL classroom. Here is a brief comment he made. Dr. Shearer's Personal Web site is http://www.personal.psu.edu/staff/r/x/rxs57/
Student Presentations as scheduled.	'First teaching styles can not be prescriptive. There is no one best way to teach. While the mechanics of lecture notes, class preparation, and well-constructed course outlines are a part of any good course, the teaching style one adapts during the course cannot be prescribed. One needs to first understand the learners and what motivates them, what they want to achieve, and what they may bring to the course of study. It is then the teacher's role to take this information about the students and guide them through the subject area. At times the teacher leads, as a lecturer, and at other times they follow along as the students explore ideas and concepts. It is also the role of the teacher to bring relevance to all learners and to draw on the experiences of each where possible. It is the role of the teacher to make the learning experience challenging, rewarding, and to some degree entertaining all at the same time.'

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	Be sure to have your EDNET Minilesson Evaluation form for each presentation by students. Transfer comments to the threaded discussion (Synchronous DL Project, under the name of the presenter . **IF WE HAVE TIME:** A Powerpoint Presentation titled: Classroom Scenarios. Be sure to print off this PowerPoint lesson in Notes view, because there are many notes to each slide that go with the content shown at the left. They are shown on the right hand side next to the slide. If we have time in class, well, we can have fun going through it together. It is a good tool to use as an interactive discussion with remote sites. We'll see!
CLASSROOM SCENARIOS #1 1. **Explain you're sorry but you must go on and ask latecomers to catch up.** 2. **Switch the camera to the outline and have latecomers copy it.** 3. **Ask students from another site to explain what the latecomers missed.** 4. **Encourage all students to arrive on time.** 5. **Tell them you will call them after class and ask for questions.** 1	**You decide** you can't wait for the latecomers at Jackson High School. You start class and things are running along smoothly when all of a sudden you hear it: "Crash!" "Bang!" The students at Jackson are finally there but 15 minutes has gone by. They tell you that they are sorry to be late, but their bus was held up by a storm and snowy roads. They're there now—and they're all yours. What shall you do...
CLASSROOM SCENARIOS #2 1. **Appoint a student to organize a group presentation using the ELMO.** 2. **Reprioritize your activities and spend a little more time getting used to distance learning.** 3. **Stay with the formats you are comfortable with. Don't learn anything new!** 4. **Use interactive exercises that don't require distance learning's technical features.** 2	**You've found** this Electronic teaching to be rather intimidating with all of this new technology—computers, TV's, Overhead Cameras, microphones, cameras. You are really comfortable just sitting down beside the teaching console and teach your lesson like you've always done for the last 10 years. The kids are getting restless, especially the ones at Remoteville High School. You haven't heard from them since last week during the Friday test. If the principal asks you how you like Electronic classes, you're probably going to unload on him. What shall you do….

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The most important factor for achieving success in distance learning has been the degree to which teachers and support staff are able, by providing structured activities that utilize technology well, to encourage students to undertake responsibility for their own learning. 3	
## CLASSROOM SCENARIOS #3 1. Ask her to wait the next time she takes over. 2. Set up a protocol so only you can designate who can speak and when. 3. Be ready to cut over Amanda and aim the camera elsewhere. 4. Talk to Amanda outside the regular class, explain the problems that arise when she acts this way and disrupts the class. 4	**Amanda is** quite an outgoing girl at Remoteville High School. She's on the debate team there and is involved in Drama-so she's not the least bit shy in jumping in on the discussions and letting you and the whole class know that she knows the answers. You don't want to discourage her, but every time you ask "Are there any questions or comments out there?" She'll pipe up with something. What shall you do….
## CLASSROOM SCENARIOS #4 1. Compensate by using an even louder voice and different formats and pacing. 2. Vary camera shots more than she might otherwise. 3. Emphasize student interactions to take the focus off herself. 4. Hang dark material on a wall near the wall-mounted board and sit against that. 5	**Mrs. Williams is** the new teacher in the Electronic Classroom.. She is a quiet person and dresses in light colored, pastel blouses and jackets. She has blond hair and a fair complexion. The background behind Mrs. Williams is just a plain, white wall. She doesn't use a lot of variety in her classes and generally sticks to the one technology she can work with—the Overhead Camera.. What shall she do….

Display	Notes
## CLASSROOM SCENARIOS #5 1. **Joke about the situation a little to ease the tension.** 2. **Have him work with other students between classes, over the phone, by fax or letter.** 3. **Emphasize individual rather than group activities.** 4. **Give him more attention and interact with him more than the other students.** 6	**Lonely Larry** at Lonesome Valley High School is all by himself in your electronic class. You really enjoy this new technology and strive to have a high degree of student interaction and group activities as you feel that is a good way to teach English. Your class goes out to 5 schools and Lonely Larry is by himself. How are you going to do group activities with him?
## CLASSROOM SCENARIOS #6 1. **Make contingency plans and ensure that students and facilitators know them.** 2. **Complain persistently and loudly to the administration about the breakdowns.** 3. **Ask for special training in emergency procedures.** 4. **Restructure your course by creating more learning events that are student-directed and managed.** 7	**You have been** teaching in the Electronic Classroom for 4 months now. Your school has recently set up multimedia teaching and the equipment has had numerous problems . There is some technical malfunction every day. Your facilitator, Mr. Gomez is also the library media aide and is often busy outside the classroom. Every time there is a breakdown you loose about 5 minutes trying to get back on line. It takes another 5 to 10 minutes to get the kids back on task again. What shall you do...
## CLASSROOM SCENARIOS #7 1. **Have some students come to the camera and speak quietly into the mike while others are working.** 2. **Teach from a different site more often and try to interact more personally.** 3. **Have students work in teams and report to the class from time to time.** 4. **Zoom in the originating camera #1 to an extreme close-up of the teacher's face.** 8	**You have been** involved with Electronic Instruction for about a year now and still have a difficult time getting the kids to communicate over the system. It is difficult to perceive this distance learning class as one class at many sites. Some of your sites are native American students who do not like their face on the TV. What shall you do...

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CLASSROOM SCENARIOS #8 1. Make her a "student facilitator" at her site. 2. Suggest she travel to your site for class each week for the rest of the term. 3. Continue being pleasant to Jody in hopes her frustration will wear down. 4. Lay down options for Jody--such as "further outbursts will bring penalties".	**Jody is an** outspoken student who has a problem with authority—especially yours. She is a remote site student and doesn't mind interrupting you if you say something she doesn't like—especially about homework assignment. The site facilitator at her school seems unwilling or unable to get involved in any way. What shall you do….

9

There is a second PowerPoint Lesson called Managing Information Resources. We will likely not have time in class to review it. It has been recreated here on our ISG and there is also a regular PowerPoint files on Lesson 12 folder in your WebCT Vista that you can use also. It is for reference only.

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Managing Information Resources • **Expansion of technologies in the classroom.** **1**	
Managing Information Resources • **Technology is providing a wide variety of resources for the DL teacher.** • **Must be managed well.** • **Training for staff and faculty.** **2**	
Managing Information Resources • **DL Students and Faculty need same service as those on campus.** • **Policies, procedures, etc. (Some differences in DL.)** **3**	

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Managing Information Resources
 	
• **Without an effective system to support communications among faculty, staff, and students, will:**
  • **Not receive feedback.**
  • **Find collaboration difficult.**
  • **Feel uninvolved.**
 	
4	

Managing Information Resources • **Communications and support systems should accommodate the academic and instructional design they are intended to implement.** **5**	

Managing Information Resources
 	
• **Important**
  • **Objectives**
  • **Strategies**
  • **Outcomes**
 	
6	

Display	Notes
Managing Information Resources • **Service responsibilities—Who?** • **Single point of contact.** **7**	
Managing Information Resources • **Quality Standards.** • **Mail, email, grading, production, graphics, communication, etc.** **8**	
Managing Information Resources • **Nuts and Bolts of Academic Resources.** • **Information resources.** • **Responsibility to create and/or manage.** **9** • **Accessibility issues.**	

Display	Notes
Managing Information Resources • **Cost and Benefits.** • **R.O.I.** • **Effective use of technology.** **10**	
Managing Information Resources • **Technology Choices in Distance Learning** • **Who decides how service is delivered?** **11**	
Creating an information and service system involves orchestrating an interplay of physical environment, human resources, technical, programmatic, and fiscal concerns…all of which must support a learning environment. **12**	

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Threaded Discussion "Topic of the Week #2 " What challenges face us in implementing technologically mediated instruction in the classroom?	

> An excerpt from the Rick Shearer Report: Interaction in Distance Education. page 12
>
> ..."*All formats of distance education course have had a form of interaction, whether via postal mail, telephone, fax, or e-mail. However, what is important, especially to the learner, is how much interaction is desired, and with whom. Is interaction with the instructor sufficient or do we also need to include interaction with peers? If learners can meet the learning objectives and outcomes without interaction or with limited interaction, should we force them to participate in contrived discussion forums that they feel have no benefit for them?*
>
> *The concepts on interaction levels, type, and frequency present pressing questions, especially as we move into an era of technology where near-synchronous distance interaction is possible.*
>
> *Is it desirable for us to simulate the classroom environment once telecommunication bandwidth enables the transmission of real-time two-way interactive video and audio to everyone over the Internet?*
>
> *If we can send a holograph of the instructor and every student in the class to each other, do we revert back to the classroom form of lecture where meaningful dialogue may be limited? Is the lecture format truly the style of interaction we strive to replicate in order to feel comfortable that interaction exists in our course?*"